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ABSTRACT

The purpose of this study was to develop standards that operationally defined a philosophy of distributive education at the secondary school level. It involved a variation of the Delphi technique which sought to validate standards initially devised by the researchers. Materials were distributed to a panel of experts representing various components of the distributive education personnel three times in an effort to reach consensus. Respondents were required to make judgments about appropriateness of the standards in reflecting the philosophical statements. Results indicated that all standards were accepted by at least 75% of the respondents. Suggested uses of the standards included improving the distributive education program, teacher evaluation of his/her program, school administrator guide for program implementation or upgrading, and companion aid for evaluation by accrediting associations. Following the seven-page narrative, the report presents the 114-point philosophy of distributive education and accompanying standards which were studied. (YLB)

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The Development of Standards for Secondary Distributive Education Programs

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BY
STEPHEN R. LUCAS AND BENTON E. MILES

RESEARCH REPORT: DE EVALUATION

A REPORT OF A RESEARCH STUDY
SPONSORED BY THE AMERICAN
VOCATIONAL ASSOCIATION

1978

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THE DEVELOPMENT OF STANDARDS FOR SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS

By

Stephen R. Lucas and Benton E. Miles

A Report of a Research Study Sponsored by the American Vocational Association

1978

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THE DEVELOPMENT OF STANDARDS FOR SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS

Recent events have underscored the need for assistance in evaluating distributive education programs at the secondary level. This report should provide substantial assistance to a variety of people interested in the further development of programs in distributive education.

For those who, after reading this document, decide that there are constraints existing in the local setting that will prevent full implementation of the standards, the authors suggest that the standard(s) not operational now or possible for the immediate future be set aside until events permit its use What is important is that alternative standards not be structured that will be diametrically opposed to the proposed standards. To depart from the standards in any drastic fashion is to ignore the philosophy of distributive education which the authors feel is the basis for a sound program in distributive education and one in which distributive educators can take pride in saying, "This I believe."

Background of the Study

The evaluation standards reported herein are a result of a continuous effort undertaken in May, 1976, at a meeting of the National Management Advisory Council (NMAC) (The NMAC is comprised of management people in the field of distribution and distributive educators. It serves in an advisory capacity to the Distributive Education Division of the American Vocational Association.) As one of the projects of the NMAC, the committee on evaluation proposed that standards needed to be enunciated in a way that employers at the local level could assist in evaluating local distributive education programs.

At the outset, the Evaluation Committee of the NMAC was aware of the immensity of the project but, nevertheless, was determined that it was needed. In order to start the project on a solid foundation, the document, "Philosophy of Distributive Education, 1975," by Lucy Crawford, was selected to be the basis from which the evaluation standards would evolve.

The Crawford philosophy was first written in the mid-60's as a result of a larger study funded by the United States Office of Education which dealt with competencies needed by the distributive worker as well as the distributive education teacher.[1] The portion of the study that resulted in a set of philosophical statements was referred to as the "Basic Beliefs in Distributive Education." Crawford's work later became the basis for the development of a national curriculum project, the Interstate Distributive Education Curriculum Consortium.

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[1]Crawford's original document concerning a DE philosophy was part of a five-part publication entitled, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Vol. I, 1967, pp. 19-29. (ED032-383.)

Later, in 1975, at the request of the National Association of State Supervisors for Distributive Education (NASSDE) and the Council for Distributive Teacher Education (CDTE), Crawford conducted a second national sampling of DE personnel to update the philosophy of distributive education.

Additionally, Crawford conducted another study to determine a philosophy of distributive teacher education. At this point, the Council for Distributive Teacher Education undertook a national study to develop standards for distributive teacher education programs in institutions of higher education throughout the nation.

The NMAC study was to do for the secondary DE program what the CDTE study did for the distributive teacher education programs. The Crawford update in 1975 was particularly appropriate in that all of the 114 basic belief statements included in the philosophy had been agreed upon by representatives of the affiliated organizations of distributive education--NASSDE, CDTE, the National Association of Distributive Education Teachers (NADET), and the National Association of Distributive Education Local Supervisors (NADELS). Thus, the philosophy was embraced by the several constituent groups that comprise the DE family.

Purpose

The purpose of this study was to develop standards which operationally defined a philosophy of distributive education at the secondary school level. Difficulty is encountered when one attempts to compare the philosophy to the conduct of a local secondary program to determine to what degree the philosophy was in fact implemented.

Local advisory groups comprised primarily of business people should be able to assist in the evaluation of local programs using the philosophy as a base. Unfortunately, the lack of specificity incorporated in

the philosophy precludes the possibility of this occurring This problem was recognized by the NMAC's Evaluation Committee Chairman, Robert Carpenter, and he proposed that the committee address this single topic until a product was completed

As the NMAC Evaluation Committee proceeded with the project, it became apparent that the magnitude of the project was beyond the resources within the Committee There was a need for an intensive effort that would bring the project to fruition At this point, Benton Miles, Chairman of the DE Division's Evaluation Committee, and Stephen Lucas, Co-Chairman of the NMAC's Evaluation Committee, agreed to provide in-kind services to complete the project and to seek funding to partially defray outside expenses incurred in the final stages of the project The AVA Board of Directors was approached by Gail Trapnell, the Vice-President of the DE Division in 1977, to sponsor the project The Board agreed to the request

Methodology

The study involved a variation of the Delphi technique which sought to validate standards initially devised by the researchers Participants were selected from a pool of experts representing the various components of the distributive education personnel and intimately involved in aspects of the distributive education program The presidents of the four DE affiliated organizations were asked to recommend individuals in their respective organizations who were knowledgeable about all facets of the secondary distributive education program Participants were then selected from the submitted lists In addition, representatives were selected to speak for DECA, Inc

In this study the Delphi technique used required the respondents to make judgments about the appropriateness of the standards in

reflecting the philosophical statements. Materials were distributed to the Panel of Experts on three different occasions in an effort to reach consensus. In the first mailing, the respondents were asked to determine the appropriateness of the standards. If the standard was not considered appropriate, the respondent was to suggest the changes. Based on the information received after the first round of responses, modifications were made by the researchers prior to the second distribution of standards. The second distribution of materials was conducted and modifications indicated were made. The third round of distribution of materials sought to bring the group to closure. The researchers developed a scale which purported to indicate the degree of acceptability of each standard. Upon receipt of the third round of materials, the researchers analyzed the data to determine the degree to which each of the standards adequately reflected a philosophical statement. The findings of this study were determined by the application of the scale to each standard's degree of acceptance. Results indicate that all of the standards were accepted by at least 75% of the respondents.

Educational Significance

The purpose of the project was accomplished by a thorough review of the statements of DE philosophy and the preparation of standards by which the philosophical statements could be judged as being in evidence in the operation of the particular program of distributive education under study. Although the original purpose was to assist the local advisory committee in improving the DE program, there are other uses of the standards. These standards will allow a local DE teacher to conduct a self-evaluation of his/her program. It would serve as a guide for school administrators in considering implementing a DE program

as well as upgrading an existing program. Also, it could serve as a companion aid for evaluation when educational programs are being evaluated by accrediting associations.

The 1976 Education Amendments to the Vocational Education Act of 1963 mandates that local advisory groups become involved in the conduct of the vocational education programs Also, the Amendments require that the accountability aspect be addressed through program evaluation. This study addressed both of these concepts by providing for increased participation of individuals integrally involved in on-going programs. The results of this study should assist employers at the local level and local advisory committee members in the evaluation of the local distributive education programs at the secondary school level.

Further Research Regarding the Project

It has been more than two years since the project was conceived At this point one might consider the project completed. However, there are three important activities yet to be completed in order to derive maximum yield from the project.

The first of the three remaining activities viewed as imperative is to identify the topics/subjects within the standards (e.g. training plans, coordination visits). The second activity is to group the standards according to the topics/subjects and their interrelationships The third activity is to develop an instrument, purged of any overlapping; the instrument will purport to determine which of the above mentioned topics/subjects, as they are referred to in the standards, have been implemented in the local program as well as the degree to which implementation has taken place. (The overlapping that is referred to was necessary in the development of the standards as each standard

was to address a single philosophical statement; naturally, certain philosophical statements deal with identical topics/subjects, but each statement is treating a different aspect of the topic/subject. Thus, as one reads through the list of standards, a degree of overlapping is noticed but could not be eliminated and still maintain the intent of writing one standard for each philosophical statement.) The authors know that the standards as they are presented in this document are of use to the DE professional. This document was prepared so that interested people can make immediate use of the project rather than be forced to wait until 1979 when the remaining activities are expected to be completed.

There are many people who have volunteered their time to bring the project to this stage. The researchers extend their sincere thanks and congratulations to the approximately fifty people participating in this project. Special appreciation is extended to Gail Trapnell, Immediate Past-Vice-President of the AVA/DE Division, and Robert Carpenter, Chairman of the Evaluation Committee of the National Management Advisory Council.

001. *Distributive education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.*

A training/instructional plan will be on file in the DE teacher-coordinator's office for each student and will list the competencies needed for the student's career in the distribution field. The competencies indicated will be documented based on research reported in the literature or developed cooperatively with an appropriate employer(s) or advisory committee.

002. *Distributive education, as a vocational program, offers instruction in marketing, merchandising, management, and personal development.*

The course syllabus will be on file and will indicate that the program offers instruction in marketing, merchandising, management, and personal development.

003. *Distributive occupations are those occupations followed by persons engaged primarily in the marketing, merchandising or managing of goods and services, at all employment levels.*

All students enrolled in a distributive education class will have a record on file to indicate their occupational objectives are in accordance with the United States Office of Education (USOE) listing of appropriate distributive occupations.

004. *Distributive education teacher-coordinators are members of the local school staff who teach distributive and related subject matter to students preparing for employment and coordinate classroom instruction with on-the-job training or with occupationally oriented learning activities of students. They are responsible for the distributive education program in the school. Their responsibilities for adult distributive education may vary.*

A job description of the DE teacher-coordinator will be on file and will indicate that the teacher-coordinator is a member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training and/or with occupationally oriented learning activities of students.

005. *The distributive education cooperative plan is an organizational pattern of instruction which prepares student-trainees for gainful employment in distributive occupations by alternating periods of school-based instruction with periods of planned distributive occupational experiences in bona fide training agencies. Alternation may be on a half-day, daily, weekly, or monthly basis or in any other regular time period.*

There is evidence on file in documents such as a training agreement or a periodic report indicating that the student(s) is employed for a minimum average of fifteen hours per week. The employment will be in a business establishment that offers employment in a position that is appropriate for the student's occupational objective and,

further, the occupation indicated is appropriate for the distributive education instructional program according to the United States Office of Education (USOE) listing of instructional programs and the appropriate distributive occupations.

006. *The distributive education project plan is an organizational pattern of instruction which involves a series of selected simulated and/or real occupational experiences which develop the student's competencies in the field of marketing, merchandising, and management and which are related to a student's occupational objective.*

An instructional plan will be on file for each student enrolled in those courses using the project plan. The plan will indicate that the student is obtaining competencies related to his/her career objective through a series of selected simulated and/or real occupational experiences.

007. *The distributive education laboratory involves the simulation of a store operation in the classroom. It enables students to apply classroom instruction and practice occupational skills through simulation. Actual sales may or may not be transacted.*

Evidence must be provided that the distributive education laboratory includes the simulation of applicable distributive business operations in the classroom. Documentation must include the following:

(1) Written evidence by an advisory committee or other appropriate organization specifying satisfactory equipment facilities in order for the business operations to be simulated in the distributive education laboratory.
(2) A list should be on file showing equipment/facilities match up with the advisory committee's specifications. If deficiencies exist, a plan should be on file showing planned future procurements.
(3) A schedule of classroom simulations for the enrollment period.

008. *The distributive education school store is an activity in which students learn to practice the performance of occupational skills by operating a store in the school, selling selected merchandise to students and teachers and, at times, to the public.*

When the distributive education program employs the use of a school store, evidence must be provided for those students working in the school store that they are acquiring appropriate occupational competence The evidence will be provided in each student's training/instructional plan.

009. *Distributive education preparatory instruction, whether under the project plan or as part of the cooperative plan, is instruction which prepares youth or adults for entry, adjustment and advancement in a distributive occupational field or in an occupation requiring distributive competencies.*

The one-year and five-year follow-up studies of the graduates of the preparatory program in distributive education indicate that 65% or above of those graduates available for employment are employed in distributive occupations.

010. Distributive education supplementary instruction is instruction for distributive workers wishing to refresh, update or upgrade competencies needed in their distributive employment. Such instruction is usually provided on a part time basis. "Supplementary instruction" is usually referred to as "adult instruction."

When supplementary instruction for distributive education is offered, follow-up studies of those individuals completing the instructional program will indicate that 70% or above of those available for employment are employed in distributive occupations.

011. Coordination in distributive education is the process of organizing, developing and maintaining effective relationships among all groups and individuals involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.

Evidence must be shown that all appropriate interest groups are involved in the distributive education program in order to assure the best possible preparation of the student for his/her occupational goal. A schedule of meetings with individuals or groups listed below will be on file (coordination visits to be included):

(1) Parents/guardians of distributive education students
(2) Advisory committee members
(3) Businesses participating in the program
(4) Business associations (such as Merchants' Association, Chamber of Commerce)
(5) School personnel
(6) Distributive education students

012. The cooperative method in distributive education is a means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's distributive occupational interest is correlated with classroom instruction.

A training/instructional plan is on file for each student indicating that the competencies obtained through the cooperative method are in line with each student's career objective.

013. In distributive education, simulated occupational experiences are learning experiences performed under conditions as much like those in "the real world of work" as possible. They focus on activities of distributive occupations and decision-making situations in marketing and distribution.

An instructional plan will be on file for each student enrolled in those courses using simulated occupational experiences. The plan will indicate that the student is obtaining competencies related to his/her career objective through a series of selected simulated occupational experiences.

014. The project method in distributive education is a means by which classroom instruction is correlated with a series of group and/or individually designed simulated occupational experiences and projects related to a student's occupational objectives. Projects may include short-term, special purpose work experiences. "Project method" is sometimes used as a synonym for "project plan."

A training/instructional plan is on file for each student indicating that the competencies obtained through the project method are in line with each student's occupational objective.

015. *A project in the distributive education project plan is a combination of organized classroom and/or community learning experiences related to an individual's distributive occupational objective. The length of time to complete a project depends upon the purpose and complexity of the project and on the ability of the individual learner.*

A training/instructional plan is on file for each student indicating that the competencies obtained through the use of a project are in line with each student's occupational objective.

016. *A distributive occupational objective is a current career interest selected by the student, the preparation for which is the purpose for the student's vocational instruction in distribution and marketing.*

All distributive education students must select a distributive occupational objective. Occupations selected must be in accordance with the United States Office of Education (USOE) listing of appropriate distributive occupations. Each student's occupational objective will be on the training/instructional plan as well as the training agreement.

017. *Distributive Education Clubs of America (DECA) is a vocational student organization which is an integral part of the distributive education program. It provides a program of student activities which complements and enriches the curriculum.*

A training/instructional plan is on file for each student indicating that each student is acquiring occupational competence through the student organization, Distributive Education Clubs of America (DECA).

018. *An advisory committee for distributive education is a group of persons representative of both the educational and the business community which gives recommendations that may be used for the development and improvement of the distributive education program.*

Written documentation of the following will be on file:
(1) A copy of the membership of the distributive education advisory committee will be on file.
(2) There must be documentation of two planned meetings (including agenda).
(3) Minutes of all previous meetings (past three years, if appropriate) shall be on file including recommendations for development and improvement of the distributive education program.

019. *A training sponsor is a person in a business organization who is designated to supervise and train a distributive education student-trainee during the student's on-the-job experience. The sponsor works directly with the distributive education teacher-coordinator.*

A training plan will be developed by the teacher-coordinator and the person (the training sponsor) in the business establishment who is designated to supervise and train the distributive education trainee during the student's on-the-job experience. The training plan will be signed by the training sponsor.

020. *A training agency (station) is the business establishment where a student-trainee is employed and where he/she receives on-the-job training under the supervision of the employer and/or training sponsor.*

The training plan on file must indicate the USOE code applicable for the distributive occupation, business establishment, the address of the business establishment, and the learning experiences that will be realized.

021. *The primary goal of the distributive education program is to prepare individuals for entry, adjustment, and advancement in distributive occupations.*

The follow-up studies of the graduates of the distributive education program who are available for employment indicate that 65% or above are employed in distributive occupations.

022. *The distributive education program should provide instruction to give students an understanding and appreciation of the American private enterprise system.*

Evidence must be provided that instruction has been offered dealing with the American private (free) enterprise system. As a minimum, evidence must include the appropriate portion of the course outline (pertaining to the private, free, enterprise system) with supporting data such as lesson plans, printed matter, and audio-visual aids.

023. *The distributive education program should provide an understanding of the contribution of marketing and distribution to the social and economic welfare of our nation.*

Evidence must be provided that instruction has been offered dealing with the contribution of marketing and distribution to the social and economic welfare of our nation. As a minimum, evidence must include the appropriate portion of the course outline (pertaining to the contribution of marketing and distribution to the nation's social and economic welfare) with supporting data such as lesson plans, printed matter, and audio-visual aids.

024. *The distributive education program should foster an awareness of the civic, social, and moral responsibilities of business to society.*

Evidence must be provided that instruction has been offered dealing with the civic, social, and moral responsibilities of business to society. As a minimum, evidence must include the appropriate portion of the course outline (pertaining to the civic, social, and moral responsibilities of business to society) with supporting data such as lesson plans, printed matter, and audio-visual aids.

025. *The distributive education program should encourage and promote the use of ethical standards in marketing and distribution.*

Evidence must be provided that instruction has been offere dealing with the ethical standards in marketing and distribution. As a minimum, evidence must include the appropriate portion of the course

outline (pertaining to the use of ethical standards in marketing and distribution) with supporting data such as lesson plans, printed matter, and audio-visual aids.

026. *The distributive education program should stimulate students' interest in their chosen distributive occupational fields by providing an understanding of the opportunities they offer them to be contributing members of society.*

Evidence must be provided that instruction has been offered dealing with career patterns in each student's chosen distributive occupational field. As a minimum, evidence must include the appropriate portion of the course outline (pertaining to the opportunities distributive occupational fields offer to employees to be contributing members of society) with supporting data such as lesson plans, printed matter, and audio-visual aids.

027. *The distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers effectively, efficiently, and pleasantly.*

Evidence must be provided that instruction has been offered dealing with the analysis of consumer demand and the satisfaction of consumer needs and wants in an effective, efficient, and pleasant manner. As a minimum, evidence must include the appropriate portion of the course outline (pertaining to consumer demand and satisfaction of consumers' needs and wants) with supporting data such as lesson plans, printed matter, and audio-visual aids.

028. *The distributive education program should provide training that results in increased efficiency in marketing and distribution.*

Teachers' and/or employers' rating(s) of students (employees) should indicate improved performance in regard to efficiency.

029. *The distributive education program should contribute to the improvement of the techniques in marketing and distribution.*

Teachers' and/or employers' rating(s) of students (employees) should indicate improvement in the techniques of their job performance.

030. *The distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and should adapt to such changes.*

Evidence must be provided that adaptation to changes in distributive and marketing practices and procedures has been made. As a minimum, one of the following two documentations must be provided:

(1) Evidence must include notation of changes affecting the appropriate portion of the course outline with supporting data such as lesson plans, printed matter, and audio-visual aids.
(2) Evidence must be provided in the form of documents indicating the advisory committee (or other appropriate official organization) has revised the curriculum and considered it to be current.

031. *The distributive education program should advance the goals of the total educational program.*

A statement will be on file by the school administration that explains how the goals of distributive education relate to the major goals of the total educational program.

032. *The distributive education program should strive to develop among employers, employees, and consumers a greater appreciation of the value of specifically trained personnel in distribution.*

Evidence will be on file to show public relations efforts such as meetings held and speeches given to appropriate audiences for the purpose of reinforcing the idea of the greater worth of specifically and competently trained personnel.

033. *The distributive education program should serve people of diverse talents, abilities, interests, and cultural backgrounds who want and can benefit from the instruction.*

Evidence will be provided that the distributive education program was offered (made available) to students of diverse talents, abilities, interests, and cultural backgrounds represented in the total student population.

034. *A primary goal of each distributive education teacher-coordinator's guidance activities should be the growth and adjustment of individual students in relation to their occupational interests within marketing and distribution.*

Evidence will be provided of a minimum of two conferences per student for the purposes of discussing each student's growth and adjustment in relation to his/her occupational interest within marketing and distribution. Follow-up studies should include a measure of job satisfaction and indicate that 75% of the distributive education graduates who are employed in distributive occupations are satisfied with their jobs.

035. *Each distributive education student should have a distributive occupational interest if he/she is to give his/her best effort in developing the required competencies and in making occupational choices and adjustments.*

The training plan for each distributive education student will indicate his/her occupational objective is in accordance with the United States Office of Education (USOE) listing of appropriate distributive occupations.

036. *All applicants for the distributive education program should be carefully considered to assure the inclusion of those students who can and sincerely wish to profit from instruction.*

Prior to admission to the distributive education program, all potential students must have completed an application form, have been interviewed by the DE teacher-coordinator, and received signed approval for acceptance into the DE program by the DE teacher-coordinator.

037. *In selecting training agencies (stations) for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capabilities, interests, objectives and goals.*

A training plan is on file for a job that is in line with each student's occupational objective.

038. *Distributive education students should be provided continuous assistance in acquiring the knowledge, skills and attitudes needed in making rational choices, plans and interpretations essential to job satisfaction and to adjustment in the distributive occupations.*

Evidence must be shown in lesson plans that assistance has been provided and instructional resources have been used by students in acquiring the knowledges, skills, and attitudes needed in making rational career choices. Evidence also will be provided of a minimum of two conferences per student for the purposes of assisting in making rational choices, plans and interpretations essential to job satisfaction and to adjustment in distributive occupations.

039. *Each distributive education student is a unique person intellectually, socially, emotionally and physically and should be treated individually according to his capacities, needs, and interests.*

Individualized instructional material is available to all students; a plan for its use by each student is available, and records indicate that students are using the material.

040. *Cooperative effort should be made to detect and modify conditions that interfere with the distributive education students' advantageous use of their educational and occupational opportunities.*

The teacher will have on file a record of meetings held with the audiences (such as advisory committee and school administration personnel) involved in the conduct of the program in order to identify problems encountered which hinder students in their advantageous use of the DE program and the realization of its potential opportunities. Modifications implemented to correct or modify the problems will also be on file.

041. *Students who enroll in the distributive education cooperative classes potentially should be able to represent the school in a satisfactory manner when in contact with business people of the community and the customers they serve.*

Eighty-five percent of the students who enroll in the distributive education cooperative class will obtain and maintain a position in distribution in line with their occupational objective.

042. *All distributive education students should be made fully aware of the opportunities and careers in marketing and distribution that are available to them.*

There is written evidence that each student has developed a career ladder/cluster in the employment area of his/her choice.

043. *Through career education, all students, at each educational level, should be exposed to and aware of opportunities for careers in the field of marketing and distribution.*

The teacher will have on file evidence that career education is available to all students at each educational level. This information will be in the form of a listing of the treatment given to marketing and distribution at each grade level.

044. *Distributive education students should be counseled periodically by teacher-coordinators, employers and guidance counselors concerning progress towards their career objectives.*

A guidance record for each student will be on file indicating that he/she has been counseled concerning progress toward his/her occupational objective at least twice a year by each of the three persons involved with the student: DE teacher, employer, and guidance counselor.

045. *The distributive education program should provide guidance and vocational counseling for adults wanting to prepare for, or needing training and/or retraining for occupations in marketing and distribution.*

Some record of public notice will be on file indicating the availability of the DE program personnel to provide counseling service for adults wanting to prepare for or retrain in occupations in marketing and distribution. Public notices could be in the form of a school brochure, newspaper release, poster, or other public announcement medium.

046. *Individual student records should be kept by the distributive education teacher-coordinator in cooperation with the student as evidence of competencies achieved either through occupational experiences or through projects and/or simulated learning experiences.*

A competency record (this may be a part of another document such as the training plan) will be on file for each student indicating competencies achieved.

047. *The primary purpose of coordination is to correlate classroom instruction with all sources of learning distributive occupational competencies, including on-the-job training, simulated experiences, and experiences provided through Distributive Education Clubs of America (DECA).*

Evidence of proper correlation of classroom instruction with the various sources of learning distributive occupational competencies will be on file in the form of the following: a training plan for each student based upon his/her occupational objective; project activities (may include lab and simulation activities) related to the occupational objective of each student; DECA chapter plan of work indicating relationship of activities to career competencies needed; a means for individualizing classroom instruction (may include IDECC and PRIDE individualized programs of study); and business involvement.

048. *Coordination in distributive education is primarily an instructional responsibility involving individual youths and adults. It also includes other activities of a community's distributive education program, such as public relations and certain aspects of guidance and research.*

Documentation will be provided to substantiate that coordination activities have included as a minimum, the following: (1) public relation items; (2) research activity undertaken to improve the local distributive education program; (3) guidance sessions should be scheduled for each student at different intervals throughout the entire school year.

049. *On-the-job training should include a planned sequence of activities and learning experiences and should be regarded with the same professional integrity by the teacher-coordinator as a class in school.*

For each training plan developed for each student, the teacher and/or training sponsor will have sequenced the planned on-the-job experiences so that there is a logical manner in which each student will acquire the necessary competencies.

050. *The amount of time which distributive education cooperative students spend on the job should be realistically appraised so that they will have time and energy to master the other subjects in which they are concurrently enrolled and to participate in social activities and family life.*

Records will be on file indicating that the combined hours spent by students in classroom instruction and in on-the-job training should not exceed forty hours in a five-day work week (Monday through Friday).

051. *Training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the students' occupational experience.*

Records will be on file indicating that a pre-placement meeting between the training sponsor and the DE teacher-coordinator had taken place. Evidence of the provision of real-life learning experiences will be indicated by the training plan/training agreement while evidence of periodic evaluation of the experience will be indicated by the student progress report.

052. *Teacher-coordinators should be employed by the school system for a sufficient period of time before and after the regular school year so that they may effectively fulfill all of the responsibilities of the job.*

The teaching contract for the distributive education teacher-coordinator will indicate that he/she is employed for a minimum of two weeks in addition to the normal teaching contract (additional time could be before and/or after the normal teaching contract).

053. *Effective coordination activities provide an opportunity for the teacher-coordinator to acquire up-to-date occupational information.*

The DE teacher-coordinator will have on file up-to-date occupational information acquired through effective coordination activities.

054. *Whenever possible, project plan students should have employment experiences (arranged and planned by the teacher-coordinator), which are coordinated and evaluated in terms of students' occupational objectives.*

The teacher will have evidence that a plan has been made at least once a year to provide an employment experience (in marketing and distribution) for each student enrolled in a project plan program. Any student excepted from the experience should be done so only if agreement has been obtained from the student's parent/guardian and appropriate school administration official or guidance counselor. Evidence will also be provided that the employment experience was appropriate for the student's occupational objective and that the experience was evaluated.

055. *Each student should have an individualized training plan specifying competencies to be learned on-the-job and/or in the classroom-laboratory. This plan should be cooperatively constructed by the teacher-coordinator, the training sponsor, and the student.*

Training/instructional plans in line with each student's occupational objective have been developed cooperatively by the DE teacher-coordinator, training sponsor, and the student, and this cooperation is acknowledged in the training plan.

056. *Distributive education curriculums should include basic economic understandings; the functions of marketing; the area of career development including human relations and occupational adjustment; the application of skills in mathematics and communications to distribution; and appropriate product or service technology.*

Evidence will be provided of course outlines and time allocations that include basic economic understandings, the functions of marketing, the area of career development including human relations and occupational adjustment, the application of skills in mathematics and communications to distribution, and appropriate product or service technology.

057. *The major portion of distributive education curriculum content is derived from the functions of marketing and distribution.*

The teacher's planning calendar for each course will indicate that of all major organizational units to be included in the curriculum for the school year, two-thirds of the units will deal with subject matter derived from the functions of marketing and distribution. All units will deal with subject matter that is relevant to the preparation of students for careers in marketing and distribution.

058. *Distributive Education Clubs of America (DECA), the vocational student organization for high school, post-secondary and collegiate students, should be an integral part of the curriculum in that it should provide opportunities to further develop competencies normally learned in the classroom-laboratory and/or on the job. It also provides opportunities to acquire competencies such as leadership and social skills.*

The training/instructional plan will indicate the competencies developed through DECA-related activities.

059. *Whenever possible, Distributive Education Clubs of America (DECA), competitive events should be geared to the career objectives of the participants.*

Records indicate that students entering DECA competency-based competitive events have an occupational objective that is compatible with the event(s) entered.

060. *Vocational instruction in marketing and distribution should be based primarily on the local needs and trends in marketing, merchandising and related management. However, it should also take into account area, state, national and world trade as well as such things as family mobility and occupational relocation.*

Evidence will be on file to substantiate that the instruction has relevance. Information considered as essential for substantiation are follow-up studies showing migration patterns of former local area residents and their occupations, and survey information of local business needs.

061. *The development of competencies in distributive occupations involves both individual and group instruction.*

Teaching materials used will include activities for both individual and group instruction.

062. *In most distributive occupations decision-making, human relations and communication skills are usually more important than manual skills.*

The teacher will base all instruction on the competencies needed by the student according to the student's occupational objective. A student competency record will portray the kinds of competencies needed by organizing the competencies into competency areas (for example, mathematics, human relations, communications, selling, and management). Evidence will show that when skill development in decision-making, human relations, and communications is relevant to the occupational objective that these skills will have been addressed.

063. *Distributive education should provide for correlation with other subject areas such as English, social studies, economics, mathematics and art, as well as with subjects in other vocational fields.*

Each student's program of studies for the school year will be on file and will indicate where instruction is being offered in other subject areas including social studies, economics, English, art, and mathematics. An administrative plan will be on file indicating

how distributive education relates to the other vocational subject matter areas. Notations on the student's program of studies will indicate how the other teachers in both the vocational and academic fields are assisting in the student's development.

064. *The competency areas concept of distributive education curriculums provides for a flexibility in curriculum organization that makes the depth of instruction depend on occupational objectives and competencies needed by individual students and on their abilities*

A training/instructional plan has been developed for each student based on his/her abilities and occupational objectives. This plan will be documented based on research reported in the literature or developed cooperatively with an appropriate employer(s) or advisory committee. Too, the plan will be revised as the academic year progresses.

065. *Distributive education should be an integral part of the public school system.*

There will be evidence on file indicating the distributive education program is, indeed, an integral part of the public school system. Evidence should include a budget that permits the program's goals to be accomplished, a provision for student counseling before acceptance into the program, a teacher schedule that allows for the accomplishment of goals for the program, and the assigning of a responsible role for the distributive education teacher in the total school activities.

066. *The primary role of distributive education personnel in career education is to provide vocational training of youths and adults who want to enter, adjust, and advance in a distributive occupation. This includes placement and follow-up of enrollees and graduates. Secondary roles may include teaching the distributive segment of the exploratory phase of career education and serving as consultants concerning curriculum development in the career awareness phase.*

Evidence will be on file that the teacher is assuming a secondary role of distributive education personnel in career education. This evidence will include activities of placement and follow-up of enrollees and graduates. Enrollees will be contacted at least once per grading period regarding distributive opportunities; graduates will be contacted at least once per year up to a five-year maximum. In regard to the awareness or exploratory phase, the teacher, as a minimum, will have made his/her time available for consultation on the appropriate curriculum.

067. *Distributive education should serve the needs of both the individual student and the business community.*

Evidence will be on file of the completion of annual student interest surveys and business surveys. Written plans should be in evidence as to how the needs of both groups that can be adequately treated by the distributive education program will be met.

068. *A state supervisory service (division) in distributive education should be maintained in order to assist and advise local communities to expand and develop programs responsive to employment trends and the needs of target populations.*

Not appropriate for the secondary level.

069. *In order to be able to direct the development of a distributive education program to meet the needs of marketing and distribution, individuals professionally and technically trained as distributive educators need to be employed in positions of leadership at local, state, regional, and national levels.*

In regard to the local distributive education program, evidence will be on file that every DE person in the public school system has a bona fide teaching certificate in distributive education. Also, evidence will indicate he/she has received formal credit at the collegiate level in the professional distributive education area (a minimum of 12 semester hours) and the technical area (a minimum of 12 semester hours) and has completed an appropriate business employment experience in marketing and distribution.

070. *The administrative structure and exercise of controls for administration of distributive education should be flexible enough to serve the diversified needs of individuals and of distributive businesses.*

Evidence will be on file indicating that students with different needs are enrolled. Also, records will be kept of how different needs of distributive businesses are being met.

071. *The cooperation of the professional staff members at local, state, and national levels is essential to the optimum accomplishment of the goals of the distributive education program.*

There will be evidence on file of the teacher's attendance at called DE meetings:
(1) all local and district meetings
(2) the annual state DE conference.

072. *Distributive teacher educators, state and local supervisory staff members, local distributive education personnel, and members of the business community should share the leadership required to implement career education, manpower planning, and program accountability in distributive education.*

There will be evidence on file of the teacher's participation in implementing career education, manpower planning, and program accountability in distributive education. As a minimum, the following should be in effect:
(1) the identification of resource people in distributive businesses and the transference of this information to the appropriate career education personnel
(2) a community survey is updated annually, the local DE advisory committee is consulted, and the local governmental unit dealing with manpower information is contacted in order to synthesize manpower planning for inclusion in the local plan

(3) one-year and five-year follow-up studies of graduates and non-completions are conducted and reported to appropriate local personnel in the DE local plan.

073. *In an individual state the vocational education philosophy of professional distributive education personnel (state staff, teacher educators, local supervisors, and teacher-coordinators) should be compatible.*

A written statement of the total vocational education philosophy as it relates to distributive education will be on file. This written statement must be endorsed by the distributive education personnel (the state staff, teacher educators, local supervisors, and teachers).

074. *The distributive education program should include preparatory (cooperative and/or project) and supplementary instruction offered in secondary, post-secondary, and adult courses. This may include segments of pre-vocational training at the orientation and/or exploratory levels of career development.*

An annual survey is conducted and results are on file indicating need for preparatory and supplementary instruction at the secondary, post-secondary, and adult levels; need for pre-vocational education (orientation/exploratory levels) is also determined. Where post-secondary, adult, and orientation/exploratory levels are indicated, the teacher will show evidence of meetings or correspondence with appropriate personnel for purposes of articulating the total DE program.

075. *The distributive education program should include instruction for both youth and adults who have a career objective in the field of distribution and who can profit from the instruction.*

Evidence will be on file indicating that each student enrolled has selected an occupational objective in the field of distribution and that 65% of the graduates of the program available for employment are employed in distributive occupations.

076. *The distributive education program should provide a continuum of educational opportunity that allows individuals to refine or redirect their distributive occupational objectives.*

Evidence will be provided of the existence of a total plan for articulation of instruction for distributive occupations. As a minimum, these components should be in operation: opportunity provided for students to become aware of and explore career opportunities in marketing and distribution; articulation and coordination of curriculum between the various instructional levels appropriate for youth and adults; a competency record maintained for each person enrolled in a distributive education course, regardless of education level; promotional activities regularly conducted to make youth and adults aware of educational opportunities beyond the secondary level

077. *The local distributive education teacher-coordinator should cooperate or be involved in the planning and implementation of adult education services*

Evidence will be provided as to the degree and kind of involvement the teacher has in the planning and implementation of adult education services. As a minimum, the teacher should have on file the following: current offerings available to adults, membership of the planning group, report of the annual community survey, record of meetings or correspondence he/she has had with DE adult specialists or program administrators for the purpose of articulating the total DE program.

078. *At the post-secondary level of distributive education emphasis should be placed on the development of competencies and supervisory skills required by middle management personnel in distribution and marketing. However, post-secondary schools may offer instruction for entry level jobs to those who did not receive such training while they were in high school.*

Not appropriate for the secondary level.

079. *The project plan in distributive education should be provided in those school systems in situations where the need for occupational training cannot be met effectively through the cooperative plan or where there is need for distributive occupational training in addition to that provided by the cooperative plan.*

If both the cooperative and project plans are not available to the students, evidence will be on file in the form of community and student interest surveys to indicate that only one plan can be justified.

080. *Vocational instruction for adults should be available for the entire spectrum of management and non-management employees in distributive occupations at various levels of responsibility from entry through management.*

The teacher will have evidence on file that he/she has been in correspondence with the appropriate personnel to request that vocational instruction for adults be made available for the entire spectrum of management and non-management employees in distributive occupations at various levels of responsibility.

081. *Supervised occupational experiences should be provided for as many distributive education students as can benefit from such experiences and for which appropriate training agencies are available.*

Evidence will be provided that a total survey of distributive businesses has been conducted and is updated periodically to include identification of opportunities for supervised occupational experiences for DE students in a variety of circumstances (cooperative and project plans, paid and non-paid experiences, project and cooperative methods). Also, evidence that all students have been given the opportunity to participate in a supervised occupational experience should be on file. Any student excepted from the experience should be done so only if agreement has been obtained from the student's parent/guardian and appropriate school administration official or guidance counselor.

082. *The distributive education program should reflect training needs and employment opportunities as evidenced by resources such as community surveys, business census and labor force reports, and advisory services.*

There will be evidence on file of the teacher's participation in the following activities: conducting the annual up-dating of community surveys and follow-up studies; consulting the local DE advisory committee regarding training needs and employment opportunities; discussion with local governmental unit dealing with manpower information in order to obtain figures regarding business census, labor force reports, general employment trends in the marketing field; and, finally, curriculum changes and course offerings have been altered when information collected has so indicated that a change was in order.

083. *Distributive education for disadvantaged and handicapped youths and adults requires special planning and articulation with the regular high school, post-secondary, and adult distributive education offerings.*

Evidence will be on file that special planning has taken place to determine needs and opportunities for the disadvantaged and handicapped in regard to instruction for distributive occupations. When needs are identified, program offerings have been planned and implemented. In addition, there will be articulation with the post-secondary and adult levels in regard to the same audiences (disadvantaged and handicapped).

084. *A comprehensive high school should include a program of distributive education.*

A community survey of occupational needs and a student interest survey are on file and reflect that the total course offerings are appropriate and in agreement with the results obtained in the surveys. Where there is an obvious gap in course offerings, an official explanation from the appropriate school administrator is on file. When exceptions are noted, a comparison with other vocational education program offerings should be made so as to ensure that, of the scarce dollars for vocational education, the amount expended for distributive education program offerings is in proportion to employment opportunities as a matter of record.

085. *Preparatory training should be available to out-of-school youth and adults seeking to enter, re-enter or re-train for employment in marketing and distribution.*

Evidence should be on file as to the existence of a plan in operation whereby out-of-school youth and adults can receive preparation to permit them to enter, re-enter, or re-train for employment in marketing and distribution.

086. *A Distributive Education Advisory Committee should give advice in planning, developing, maintaining and evaluating the distributive education program in each community.*

Evidence will be provided that the DE advisory committee has been asked for advice regarding planning, developing, maintaining, and evaluating the DE program. Evidence can be in the form of minutes of the meetings, a record of the planned program for the year, and the results, thus far; a report based on the above elements will be provided.

087. *Distributive education personnel should cooperate with other vocational services in providing instructional programs for those occupations which cut across fields, each service providing the instruction in which it specializes.*

An administrative plan will be on file indicating how distributive education relates to the other vocational subject matter areas. Also, when a portion of the required total preparation for an occupation can best be offered by another vocational instructor, a means for this to occur has been devised and is on file.

088. *Criteria for evaluation of a distributive education program should be tentatively established during the planning stage and the criteria should be revised periodically.*

Evidence will be provided that evaluative criteria were established concurrent with the planning of the DE program. Evaluation results for each year that the DE program has been in operation should be on file (at least for the last five years, less if program has been implemented in less than five years). Also, revision or contemplated revisions should be recorded as a result of the previous evaluation reports (automatic revision is not necessarily appropriate since evaluative criteria may be current and effective).

089. *Periodic follow-up studies of distributive education graduates and drop-outs are essential to the evaluation of the effectiveness of the distributive education program.*

As a minimum, one-year and five-year follow-up studies are on file. Items reported may include employment status, continuing education status, perceived relevance of the distributive education program, and benefits perceived as a result of enrollment in the program.

090. *Each state and territory should charge educational leadership personnel with specific responsibilities for the further development and improvement of the distributive education program.*

Information will be on file as to the person(s) charged with the responsibilities for the further development and improvement of the distributive education program in that school and in the local education system. People designated may include the specific DE teacher(s), the local DE supervisor, and the local director for vocational education.

091. *Simulated occupational experiences are essential if the project plan is to be a worthwhile vocational experience.*

The teacher will have evidence that a plan has been made for each student to provide simulated experiences for each student enrolled in courses operating under the project plan. These experiences should occur as often as possible; as a minimum, each student should have an average of one simulated occupational experience each week.

092. *The project plan requires that time be allowed in the teacher's schedule to identify, direct and evaluate projects and simulated occupational experiences contributing to each student's occupational objective.*

When the project plan is used, the DE teacher will have allocated to him/her a planning period in addition to the normal planning time regularly assigned to the teacher. The additional planning period will be used to work individually with students and with participating employers to establish projects and simulated occupational experiences.

093. *The project plan requires that time be arranged in the student's schedule to identify, develop, and evaluate competencies achieved through projects and/or simulated occupational experience related to his/her occupational objective.*

Evidence will be provided of the breakdown of the DE student's schedule indicating an allotment of time for the purpose of completely treating projects and/or simulated occupational experiences related to each student's occupational objectives (complete treatment is to include identification, development, and evaluation of the competencies).

094. *Because of individualized instruction and the nature of the behavioral outcomes desired, the size of the distributive education class is an important factor in program administration.*

Enrollment in each distributive education class should not exceed 25 students or the maximum set by the appropriate state agency, whichever is lower.

095. *Because of the learning outcomes desired and the demands of program management, the distributive education teacher-coordinator needs additional time to plan, prepare and coordinate instruction.*

Evidence will be provided that the DE teacher has sufficient additional time assigned to him/her. As a minimum, one-half hour per week per student enrolled in the total cooperative distributive education courses will be assigned the resulting period of time to accomplish all non-teaching activities (such as coordination, planning, conference).

096. *Specially designed classroom facilities are highly desirable for the in-school distributive education instructional program.*

The DE classroom(s) will be equipped with specially designed facilities to enhance instruction as to simulations, projects, laboratory assignments, and appropriate learning experiences, in general As a minimum, the classroom(s) should be equipped so as to permit the learning experiences listed above to take place for each distributive occupational objective identified by each of the students

097. *Audio-visual materials are highly desirable for good classroom instruction in distributive education.*

Evidence will be provided as to the access to audio-visual materials and equipment. As a minimum, the teacher should be able to have access to the following items: photo-copier, overhead transparency projector, reel to reel tape recorder/player, cassette tape recorder/player, opaque projector, 35mm movie projector, carrousel slide projector, filmstrip projector, record player, ditto machine, electric typewriter, electronic calculator, sign making machine, video-tape recorder/player, microfiche reader/printer, camera, and sufficient supplies to design materials and make maximum use of the equipment

098. *Distributive education personnel should carry on such practical research as is needed to provide information relating to the distributive education program.*

Evidence will be provided that the teacher has conducted practical research that is related to the DE program As a minimum, the teacher will have completed an annual updating of the community survey, conducted one-year and five-year follow-up studies of graduates of the program and non-completions, and experimented with a different approach to classroom instruction.

099. *Distributive education teacher-coordinators need specialized training both as teachers of marketing and as coordinators of cooperative and project plan training.*

Evidence will be on file that the distributive education teacher is fully certified to teach in the distributive education instructional area for which he/she is presently responsible.

100. *Distributive education teacher-coordinators who teach students with special needs should have training in teaching strategies appropriate for the student with special needs.*

The teacher will have on file evidence in the form of transcript, certifying letter or similar official document testifying to the fact that he/she has completed training in teaching strategies appropriate for the audiences of the disadvantaged and handicapped students.

101. *Distributive education teachers should have student teaching experience in a distributive education program under the supervision of an experienced, well-qualified distributive education teacher-coordinator.*

Evidence will be provided that the teacher has completed student teaching experience in a distributive education program under the supervision of an experienced, qualified DE teacher. The form of evidence will be a transcript and a certifying letter (or other official document) from the university teacher educator responsible for the university course in student teaching

102. *Distributive education personnel at every level should be currently occupationally knowledgeable about marketing and distribution.*

Evidence is on file that the distributive education teacher has completed a business employment experience in marketing and distribution in accordance with the state certification requirement. Also, the occupational knowledge should be kept current by updating the experience every five years; the experience might include participation in technical seminars, conferences, graduate courses, and planned employment or observations in appropriate businesses.

103. *In a changing world of marketing and distribution it is essential that both content and teaching methods in distributive education be kept up-to-date.*

The teacher will present evidence of the completion of the following in-service activities: (1) formal course work within the last five years in the subject matter area of marketing for a minimum of six semester hours (university credit or continuing education units--CEU's); (2) one yearly organized activity for professional improvement (for example, the annual state DE conference or district in-service meeting dealing with methods of teaching).

104. *Both group and individual instruction should be used in the pre-service and in-service preparation of distributive education personnel.*

Not appropriate for the secondary level.

105. *Pre-service and in-service education of distributive education personnel should include the concept of the teacher's role as a learning manager.*

Not appropriate for the secondary level.

106. *Distributive education teacher-coordinators should participate in the adult education program whenever possible, thereby creating a more favorable training environment for cooperative students and increasing their own occupational knowledge.*

Whenever the appropriate policy-making state agency has deemed that distributive education personnel have a responsibility for adult distributive education, the teacher will have evidence that he/she has had an important role in the conduct of an adult distributive education course on an annual basis.

107. *Teacher-coordinators should return to a distributive occupation at intervals when occupational updating is needed and advisable.*

Evidence is on file that the distributive education teacher has had a distributive employment experience and/or planned observations in cooperation with a distributive business within the last five years.

108. *Teacher education certification requirements should permit distributive education administrators to capitalize on the availability of potential teaching personnel with a variety of abilities and background, provided certification requirements are educationally appropriate for the teaching tasks.*

Not appropriate for the secondary level.

109. *Regardless of teaching levels or previous experiences, minimum professional requirements for certification of distributive education personnel should include the areas of organization and administration, methods of teaching distributive education and curriculum development as they relate to distributive education.*

Evidence will be on file that the DE teacher has obtained the minimum professional requirements for certification of distributive education personnel to include study in the areas of organization and administration, methods of teaching distributive education, and curriculum development as they relate to distributive education.

110. *Teacher education for post-secondary instructional personnel jobs preparing students for middle management should include advanced study in a distributive field or in a distributive function.*

Not appropriate for the secondary level.

111. *Distributive teacher education curriculums at secondary, post-secondary and adult levels should be based on the competencies needed to perform the critical tasks in specific distributive education jobs for which students are being trained.*

Not appropriate for the secondary level.

112. *There should be specific, meaningful standards of occupational proficiency as a worker in marketing and distribution as a graduation requirement for the distributive teacher education concentration leading to a baccalaureate degree. Provisions should be made for internships in distributive occupations if the student cannot demonstrate an acceptable level of occupational proficiency in the technological area of marketing and in distribution in which he/she will be teaching.*

The distributive education teacher should possess occupational proficiency as a worker in marketing and distribution as evidenced by either two years of full-time work experience or successful completion of an approved university-directed supervised occupational experience.

113. *Distributive education personnel should teach the entrepreneur concept for marketing and distribution clusters. Whenever possible they should participate in the teaching of this concept for other occupational clusters.*

The teacher will provide evidence in the form of lesson plans, instructional materials, and evaluation instruments that the entrepreneur concept is being taught and that students are learning the concept to a sufficient degree. Also, the teacher will have on file a record of the meeting(s) or correspondence whereby appropriate materials, speakers, or his/her time was offered to other vocational education programs in regard to the entrepreneur concept.

114. *Distributive teachers who teach at the middle school level (7-9 grades) should have training in the nature and developmental tasks appropriate for students in the middle school.*

Not appropriate for the secondary level.